

P-20 Dual Credit Task Force Overview 2004 – 2005

In 2004, the P-20 Dual Credit Task Force was formed by the P-20 Committee to examine existing dual enrollment agreements and practices with the goal of developing recommendations for achieving a statewide consistency in development and implementation of dual credit opportunities for the students of Montana. The task force represented secondary and postsecondary administrator, registrars, program directors as well as staff from OPI and OCHE. The task force completed their work and presented a set of findings and recommendations for the P-20 Committee's consideration in May of 2005. The P-20 committee then made their recommendations to the Board of Education in July of 2005. The findings and recommendations from the task force included:

I. The task force acknowledged and built upon the work of the Tech Prep Workshop – Dual Credit in Montana High schools and Colleges held in Great Falls in July of 2003.

II. Applicable key statutes, rules and regulations:

- "Running Start" statute (20-9-706)
- K-12 licensure requirements
- Board of Regents policies 720 and 730.6 – minimum qualifications
- ARM 10.55.907 Distance, Online and Technology Delivered Learning

III. Recommendation – Terms and Definitions

The following terms and definitions will be adopted statewide by colleges participating and school districts providing dual enrollment opportunities in Montana.

Dual enrollment: "the opportunity for high school students to take college coursework while they are enrolled in high school."

Two basic types of dual enrollment courses are the focus of the task force's recommendations:

- A **dual-credit course**, which awards both high school credit and college credit for the same course taken by the high school student.
- A **college-credit-only course**, which awards college credit, but not high school credit, for a college course taken by the high school student.

IV. Recommendations related to Dual Enrollment Policy and Practice

A. Curriculum

1. Typical college courses eligible for dual enrollment, whether offered for dual credit or for college credit only, will be at the 100 and 200 levels. Higher-level classes may be approved in individual case, dependent upon recommendations and agreements between the school district and the college.
2. Dual-credit courses must meet the content and performance standards for the local district curriculum, as well as the objectives in the syllabus of the college course. Dual-credit courses should be approved and periodically reviewed by appropriately qualified personnel from the school district and the providing higher education institution to ensure the appropriateness of course content, delivery, and assessment.
3. College-credit-only courses must use essentially the same syllabus that is used for other sections of the college course. Although the course outline and schedule may vary the outcome, assessment, and bases for evaluation must be the same.
4. Dual credit courses will be provided as additions to the educational options available to individual high school students, not as replacements of the high school curriculum for all high school students. Therefore, when a dual-credit course is offered to meet a specific high school graduation requirement (e.g., U.S. History; 1 credit of Practical Arts,) the dual-credit offering cannot be the sole source available to the high school's students for fulfilling the requirement and cannot be used by a school district to fulfill its obligation to provide the high school curriculum.
5. To extend access to dual enrollment to areas without a higher education institution nearby, distance-delivered dual enrollment opportunities and best practices for delivering dual enrollment courses at a distance should be developed and publicized.

B. Faculty

1. Staffing of a dual enrollment course must meet all applicable certification requirements of the Board of Regents, K-12 licensure, and all applicable Administrative Rules of Montana depending on the configuration and location of the class being offered.
2. Faculty in the discipline at both high school and college levels should be integrally involved in the approval process for dual-credit courses.
3. Colleges should include high school faculty teaching dual enrollment courses in the professional development opportunities they provide; high schools should extend the same opportunities to college faculty of dual enrollment courses.

C. Student

1. Counseling and advising of prospective students by school officials, counselors, teachers, and parents will be an integral part of all dual enrollment programs.
2. With the exceptions listed at the end of this recommendation, to be eligible for a dual enrollment course, the student must:
 - be enrolled in a high school which has a current interlocal dual enrollment agreement with the higher education institution;
 - be at least 16 years of age or a high school junior;
 - have successfully complete the required high school classes at that grade level and be on target for high school graduation; and
 - meet the same requirements for admission that on-campus students must meet (other than a high school diploma).

Exceptional circumstances may exist for individual students. When students do not meet one or more of the dual enrollment eligibility requirements listed above, the high school's designated official and the college's designated official must concur that the student can benefit from dual enrollment in the specific course(s), can learn at the collegiate level in each course, and can manage the combined high school and college course load.

3. High school students should not displace adult students in dual enrollment courses.
4. Students will be responsible for their own transportation unless the interlocal agreement establishes other arrangements.
5. Dual enrollment opportunities provided in Montana, whether dual-credit or college-credit-only, will comply with all FERPA guidelines.
6. Students admitted under dual enrollment do not qualify for federal financial aid for higher education, but are considered course enrollees.
7. Students taking dual enrollment courses will receive the same level of institutional support that regularly enrolled students receive. They should have all appropriate student services and privileges that are available to all other students of the institution. When dual enrollment programs are based at the high school or another off-campus site, the high school will assist the college in providing these services, which include, but are not limited to, an orientation on college enrollment, placement testing, academic assistance, access to media services, career counseling, and enrollment advisement.

D. Program Administration

1. A template of an interlocal agreement will be created for statewide use. Interlocal agreements should address, at a minimum:
 - assumption of costs for tuition and mandatory fees, supplies, equipment, and special course or program fees;
 - requirements, policies, practices, and procedures governing attendance, grading standards, student conduct, and other campus-specific issues;
 - the deadline for students to inform institutions of intent to enroll
 - timelines for registration, drop, withdrawal; and
 - expectations for transportation.
2. To maximize awareness of dual enrollment opportunities, courses available for dual enrollment will be clearly identified in the publications for the participating college and high school.
3. At the state level, consistency and compliance should be ensured through:
 - a template for the student application form, which can be customized for local circumstances, but is basically the same form used statewide;
 - common method of indicating a dual credit course on high school transcripts – e.g., the initials "DC" by the dual credit course on the high school transcript;
 - comprehensive and current information about dual enrollment opportunities in publications and web sites of the Office of Public Instruction and the Office of the Commissioner of Higher Education, as well as the Board of Public Education and the Board of Regents of Higher Education;
 - an annual OPI/OCHE review of the dual enrollment offerings in the state, the numbers of students enrolled in them, and the numbers of students successfully completing dual enrollment courses.

Equality of access to dual enrollment programs should be assured through outreach efforts to targeted populations – e.g., rural students, low-income students, minority students.

4. Administrators in both high school and college settings will create student support services to ensure that dual enrollment students have access to academic resources (e.g., library information) and student services (e.g., orientation, advising, procedural information) that are important to the class and available to adult students taking the same course.

5. College administrators will ensure that dual enrollment students are accorded the same privileges and opportunities available to adult students taking the same course or courses.

E. Fiscal

1. Dual enrollment courses should be provided at significantly reduced costs to high school students. Ideally, the same percentage of tuition reduction should be used statewide. The Task Force recommends that (a) student costs for both tuition and mandatory fees in dual enrollment classes are reduced by at least 50% and (b) the responsibility for the remaining tuition and mandatory fees be addressed in the interlocal agreement.
2. Schools providing dual enrollment programming, whether dual-credit or college-credit-only in type, should continue to receive at least the level of ANB- and FTE-based funding that they would receive without the programming.
3. Cost issues dependent on local arrangements – e.g., program fees, books, equipment, insurance, etc. – should be resolved through interlocal agreements between the high school and college, with affordability, equity, and access for students the key considerations.
4. The task force realizes that other recommendations presented will also have fiscal implications.